

Ridgeland Middle

Bees Creek Road
Ridgeland, S. C. 29936

Grades	5-8 Middle School	
Enrollment	665 Students	
Principal	Mr. Benjamin Gadsen	843-717-1400
Superintendent	Dr. William Singleton	843-717-1100
Board Chair	Mrs. Kathleen Snooks	843-726-8063

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	12	17

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No

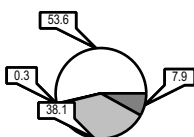
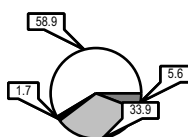
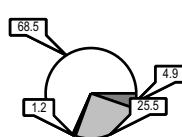
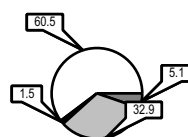
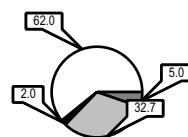
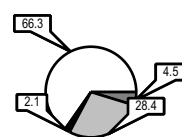
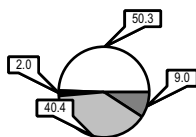
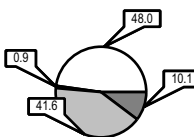
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

88.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	640	99.2	52.7	37.9	7.9	1.5	15.9	Yes	Yes
Gender									
Male	320	98.4	57.1	33.1	7.8	2.0	13.5		
Female	320	100.0	48.3	42.7	8.0	1.0	18.3		
Racial/Ethnic Group									
White	66	100.0	37.5	51.8	10.7	0.0	28.6	Yes	Yes
African American	512	99.0	52.0	38.2	8.0	1.8	15.4	Yes	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	58	100.0	76.0	22.0	2.0	0.0	6.0	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	544	99.5	54.2	37.3	8.1	0.4	16.2		
Disabled	96	97.9	43.8	41.6	6.7	7.9	14.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	640	99.2	52.7	37.9	7.9	1.5	15.9		
English Proficiency									
Limited English Proficient	35	100.0	81.3	18.8	0.0	0.0	6.3	I/S	I/S
Non-Limited English Proficient	605	99.2	51.1	39.0	8.3	1.6	16.5		
Socio-Economic Status									
Subsidized meals	600	99.2	53.7	37.8	7.0	1.6	14.8	Yes	Yes
Full-pay meals	37	100.0	37.1	40.0	22.9	0.0	34.3		

Mathematics – State Performance Objective = 36.7%									
All Students	640	99.2	57.9	33.9	5.7	2.5	16.4	No	Yes
Gender									
Male	320	98.4	60.1	30.7	6.1	3.0	15.5		
Female	320	100.0	55.7	37.0	5.3	2.0	17.3		
Racial/Ethnic Group									
White	66	100.0	46.4	44.6	7.1	1.8	19.6	No	Yes
African American	512	99.0	58.9	33.3	5.3	2.5	16.2	No	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	58	100.0	58.0	30.0	8.0	4.0	16.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	544	99.5	53.3	38.5	6.5	1.8	17.9		
Disabled	96	97.9	84.3	7.9	1.1	6.7	7.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	640	99.2	57.9	33.9	5.7	2.5	16.4		
English Proficiency									
Limited English Proficient	35	100.0	62.5	25.0	12.5	0.0	15.6	I/S	I/S
Non-Limited English Proficient	605	99.2	57.6	34.4	5.3	2.7	16.5		
Socio-Economic Status									
Subsidized meals	600	99.2	58.8	33.9	5.0	2.3	15.3	No	Yes
Full-pay meals	37	100.0	42.9	34.3	17.1	5.7	34.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	640	99.2	67.6	25.5	5.0	1.8	6.9
Gender							
Male	320	98.4	67.2	24.0	6.8	2.0	8.8
Female	320	100.0	68.0	27.0	3.3	1.7	5.0
Racial/Ethnic Group							
White	66	100.0	58.9	32.1	1.8	7.1	8.9
African American	512	99.0	68.2	25.1	5.5	1.2	6.8
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	58	100.0	72.0	24.0	2.0	2.0	4.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	544	99.5	64.3	28.8	5.5	1.4	6.9
Disabled	96	97.9	86.5	6.7	2.2	4.5	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	640	99.2	67.6	25.5	5.0	1.8	6.9
English Proficiency							
Limited English Proficient	35	100.0	78.1	15.6	3.1	3.1	6.3
Non-Limited English Proficient	605	99.2	67.0	26.1	5.1	1.8	6.9
Socio-Economic Status							
Subsidized meals	600	99.2	68.4	25.3	5.0	1.2	6.2
Full-pay meals	37	100.0	54.3	28.6	5.7	11.4	17.1

Social Studies							
All Students	640	99.2	59.7	32.7	5.2	2.3	7.6
Gender							
Male	320	98.4	58.4	33.1	5.7	2.7	8.4
Female	320	100.0	61.0	32.3	4.7	2.0	6.7
Racial/Ethnic Group							
White	66	100.0	46.4	48.2	3.6	1.8	5.4
African American	512	99.0	60.4	31.2	5.7	2.7	8.4
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	58	100.0	70.0	30.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	544	99.5	55.6	37.1	5.7	1.6	7.3
Disabled	96	97.9	83.1	7.9	2.2	6.7	9.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	640	99.2	59.7	32.7	5.2	2.3	7.6
English Proficiency							
Limited English Proficient	35	100.0	71.9	28.1	0.0	0.0	0.0
Non-Limited English Proficient	605	99.2	59.0	33.0	5.5	2.5	8.0
Socio-Economic Status							
Subsidized meals	600	99.2	61.0	32.3	4.6	2.1	6.8
Full-pay meals	37	100.0	40.0	40.0	14.3	5.7	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	147	98.0	65.3	27.8	6.3	0.7	6.9
	6	152	97.4	63.0	32.2	4.1	0.7	4.8
	7	138	99.3	51.9	42.2	5.2	0.7	5.9
	8	149	99.3	55.8	40.1	4.1	N/A	4.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	50.0	41.1	8.9	0.0	8.9
	6	161	100.0	70.5	23.5	6.0	0.0	6.0
	7	155	98.7	45.0	47.3	7.6	0.0	7.6
	8	138	97.8	47.4	40.4	10.5	1.8	12.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	147	98.6	62.1	30.3	6.9	0.7	7.6
	6	152	98.7	58.1	31.8	8.1	2.0	10.1
	7	138	98.5	70.1	26.1	3.7	N/A	3.7
	8	149	99.3	62.6	34.0	3.4	N/A	3.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	53.0	39.9	4.8	2.4	7.1
	6	161	100.0	54.4	35.6	7.4	2.7	10.1
	7	155	98.7	61.1	34.4	3.8	0.8	4.6
	8	138	97.8	61.4	29.8	7.9	0.9	8.8
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	72.6	20.2	4.8	2.4	7.1
	6	161	100.0	77.2	18.8	4.0	0.0	4.0
	7	155	98.7	57.3	36.6	5.3	0.8	6.1
	8	138	97.8	55.3	36.0	7.0	1.8	8.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	58.3	32.1	7.1	2.4	9.5
	6	161	100.0	65.8	27.5	6.0	0.7	6.7
	7	155	98.7	57.3	38.9	3.1	0.8	3.8
	8	138	97.8	55.3	38.6	4.4	1.8	6.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 665)				
Students enrolled in high school credit courses (grades 7 & 8)	8.7%	No change	7.1%	15.5%
Retention rate	3.1%	Down from 3.4%	5.0%	3.0%
Attendance rate	97.5%	Down from 98.3%	94.5%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.8%	Up from 10.0%	9.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%	Up from 7.5%	7.8%	4.6%
Eligible for gifted and talented	2.8%	Down from 3.0%	5.8%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 11.4%	16.1%	13.6%
Older than usual for grade	4.7%	Down from 5.1%	8.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.0%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Up from 39.5%	50.0%	51.8%
Continuing contract teachers	0.0%	Down from 7.9%	66.7%	78.1%
Highly qualified teachers	75.0%	Up from 61.5%	87.5%	89.6%
Teachers with emergency or provisional certificates	34.4%	Up from 25.8%	13.6%	6.0%
Teachers returning from previous year	67.8%	Up from 67.3%	75.6%	85.4%
Teacher attendance rate	94.3%	Up from 91.3%	94.7%	94.9%
Average teacher salary	\$37,279	Up 1.2%	\$40,046	\$41,328
Prof. development days/teacher	11.1 days	Down from 17.3 days	10.2 days	11.5 days
School				
Principal's years at school	0.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.9 to 1	17.6 to 1	21.3 to 1
Prime instructional time	88.7%	Up from 85.9%	86.9%	89.3%
Dollars spent per pupil*	\$6,351	Up 5.9%	\$7,564	\$6,022
Percent of expenditures for teacher salaries*	64.7%	Up from 61.7%	57.8%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	65.6%	Down from 99.0%	79.3%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ridgeland Middle School, located in the rural area of Jasper County, S.C. served 667 students this past school year in grades five through eight. The school is still operating under a revised restructuring plan and has been implementing scientifically-based programs to address the student deficiencies in Mathematics and English/Language Arts. The review of student data from various diagnostic tests prompted the launching of our new school reform model, "Success for All K-8." This model was adopted to improve student achievement in reading and in the four academic core areas.

The main focus was to improve students' reading and mathematical skills, thus improving their PACT scores. In addition to Success for All, other strategies such as explicit direct instruction were used to help students improve their reading skills. The parental component of SFA was also implemented this school year. The reading labs are used by students weekly through their English/Language Arts classes to help students improve their skills. The computerized Acellus Mathematics program was implemented as an individualized instructional methodology strategy to improve students' mathematical skills. The Accelerated Mathematics Program was continued this year in several math classes to assist students with improving their math skills. Selected students were instructed once a week through the Riverdeep Math Lab. Monitoring through SRI (Scholastic Reading Inventory) and MAP (Measures of Academic Progress) testing have provided teachers and parents with continuous progress reports.

This past school year, the SC PACT test scores revealed some gains in student achievement in the areas of Mathematics and English/Language Arts. Supplemental programs provided through Title I funding were offered to students meeting the criteria and desiring to participate and were held after school and on Saturdays to reinforce mathematical and reading skills. The gains achieved by students weren't enough to meet state standards, but we will continue to provide scientifically-based programs and strategies to improve student achievement in the four core areas.

Kenneth Jenkins-Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	166	31
Percent satisfied with learning environment	37.5%	60.5%	40.0%
Percent satisfied with social and physical environment	39.1%	55.3%	33.3%
Percent satisfied with school-home relations	25.0%	75.9%	41.4%

*Only students at the highest middle school grade level at this school and their parents were included.